

## INTEGRATED IMPACT ASSESSMENT SUMMARY REPORT TEMPLATE FOR EMERGENCY DECISIONS

### 1. Title of proposal

Library Service - closure of libraries in response to Covid-19 virus

### 2. What will change as a result of this proposal?

From Monday 21<sup>st</sup> March 2020, Edinburgh Libraries buildings were closed to public and to staff. Library Link and Mobile Library Services were also stopped from this date. School libraries at the 23 high schools ceased face to face services as part of school closures. Macmillan cancer advice and support in library ceased.

Online library services and e-resources will still be delivered and available 24/7. However, this does pose a significant loss of free access to community space, resources, information, support and guidance to the citizens of Edinburgh. The 28 branches also provide a network of public access pcs, with free internet and WiFi – essential for supporting employability and improving digital skills.

In addition not everyone has connectivity or the technology essential for online access from home.

### 3. Briefly describe public involvement in this proposal to date and planned

The decision to close libraries was guided by national Government advice in response to the internationally recognised Covid-19 pandemic. The date and rationale for closure was communicated via notices on buildings, library account email, library web page, library social media and main Council web page and social media communications.

### 4. Date of IIA

22/05/2020

### 5. Who was involved in carrying out the IIA? (please list lead officer and other staff)

Name	Job Title
Louise Graham	Lifelong Learning Strategic Development Officer (Libraries)

### 6. Evidence available at the time of the IIA

Evidence	Available – detail source	Comments: what does the evidence tell you about different groups who may be affected?
Data on populations in need	Scottish Index of Multiple Deprivation (SIMD); 2011 census data; free school meals and school clothing grants; RNIB sight loss data tool; the number of individuals in key demographics within Edinburgh, accessing specific	Identifies small area concentrations of multiple deprivation across all of Scotland in a consistent way; declared ethnic group; local authority register of areas of need; figures for Edinburgh compared to Scotland <a href="http://www.rnib.org.uk/knowledge-and-research-hub">http://www.rnib.org.uk/knowledge-and-research-hub</a> ; the percentage of

Evidence	Available – detail source	Comments: what does the evidence tell you about different groups who may be affected?
	Council care packages and services.	vulnerable communities and individuals likely to be impacted by a loss of service
Data on service uptake/access	Library Management System; E-service supplier platforms	Loan figures for physical stock e-audio issues e-book issues PressReader statistics RB Digital e-magazine issues Number of library members Number of virtual users Number of visits
Data on socio-economic disadvantage e.g. low income, material/area-based deprivation.	Scottish Index of Multiple Deprivation (SIMD); free school meals and school clothing grants; DWP Universal Credit application data	Identifies small area concentrations of multiple deprivation across all of Scotland in a consistent way; local authority register of areas of need; number of residents per locality accessing benefits/seeking employment
Data on equality outcomes	<a href="https://scvo.org.uk/digital">https://scvo.org.uk/digital</a>  <a href="https://www.microsoft.com/en-us/accessibility">https://www.microsoft.com/en-us/accessibility</a>	Digital equality – SCVO - Confidence, skills, access and affordability may prevent people from being online. Accessibility equality - tools to provide digital solutions which reflect the diversity of a wide range of issues.
Research/literature evidence	<p><i>The Place of Kindness: Combating Loneliness and Building Stronger Communities</i> Carnegie UK, 2017</p> <p><i>Shining A Light: Country Factsheet (Scotland)</i> Carnegie UK, 2017</p> <p><i>Ambition and Opportunity: A Strategy for Public Libraries in Scotland 2015-2020</i> Scottish Library and Information Council (SLIC) and Carnegie UK, 2015</p> <p><i>The Next Chapter</i> SLIC and Young Scot, 2018</p>	<p>Libraries’ positive role in social inclusion and mental wellbeing.</p> <p>A summary of Scottish data on attitudes to and use of public library services.</p> <p>National strategy – sets out the vision, mission and outcomes for public libraries across Scotland.</p> <p>Insights, ideas and recommendations for policy and practice in public libraries following co-design process with SLIC and Young Scot panel members.</p>
Public/patient/client experience information	Council complaint and compliment process; library enquiries email; library membership account help; e-services account help	Customers are able to contact staff, request help and feedback on issues in a variety of ways.

<b>Evidence</b>	<b>Available</b> – detail source	<b>Comments:</b> what does the evidence tell you about different groups who may be affected?
Insight from public / service user engagement	Libraries enquiries email accounts; Libraries social media accounts; event and activity evaluation and feedback	Active web and social media presence – monitoring customer requests and feedback.
Evidence of unmet need	N/A	
Good practice guidelines	<p><i>Ambition and Opportunity: A Strategy for Public Libraries in Scotland 2015-2020</i> Scottish Library and Information Council (SLIC) and Carnegie UK, 2015</p> <p><i>How Good Is Our Public Library Service – A Public Library Improvement Model for Scotland</i> SLIC, 2014</p> <p><a href="#">School library strategy</a> (2018-2023)</p>	<p>National strategy – sets out the vision, mission and outcomes for public libraries across Scotland.</p> <p>A framework designed for public library managers and staff to evaluate the quality and effectiveness of their service provision, identify areas for improvement, and demonstrate their contribution to overall corporate performance.</p>
Carbon emissions generated/reduced	Business support library van run schedule; Mobile library van routes; Library Link journeys to libraries.	Drop in carbon emissions indicates a proportionate drop in service delivery – and types of services used by more vulnerable customers
Environmental data	N/A	
Risk from cumulative impacts	N/A	
Other (please specify)	N/A	
Additional evidence required?	N/A	

**7. In summary, what impacts were identified and which groups will they affect?**

<b>Equality, Health and Wellbeing and Human Rights</b>	<b>Affected populations</b>
<p><b>Positive</b></p> <p>Restricted movement of people – customers and staff throughout the city in line with government and council instructions not to travel unnecessarily.</p> <p>Some staff able to continue to work from home.</p> <p>Supports social distancing.</p> <p>Increased access through technology to greater choice and improved accessibility (in some cases) to information and resources.</p> <p>Improved staff skills in use of technology and development of these life skills in the population (increasingly essential for employability).</p>	<p>All</p>

<p>New developments and innovation in service delivery methods and programme development. Increased engagement with audiences via social media. School library staff maintain pupil contact and provide resources electronically and online.</p> <p><b>Negative</b> Lack of digital skills for some people leading to complete loss of access to library services which are available only online. Inequality of access to information and learning due to affordability of technology and internet access at home. Less choice of resources in digital only format – fewer in number and narrower in scope. Reduction in availability of specialist resources: health, rights, law, community languages etc. Increase in social isolation and reduction in support for mental wellbeing, community support, peer mentoring and neighbourhood networks. Not all staff equipped or able to work effectively from home. Necessary cancellation of programmed live events, exhibitions and festivals. Face to face Macmillan Cancer advice and support ceased.</p>	<p>All</p>
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<p><b>Environment and Sustainability including climate change emissions and impacts</b></p> <p><b>Positive</b> Drop in carbon emissions as library van run, Mobile Library vans and Library Link transfers stop during library closures. No deliveries of books from suppliers arriving – drop in recycling material from packaging and carbon emissions from distribution. Library buildings closed – reduction in water, power and lighting. Less use of paper-based resources</p> <p><b>Negative</b> Minerals and natural resources (e.g. Cobalt) used for new and emerging technologies has environmental impacts.</p>	<p><b>Affected populations</b></p> <p>All</p>
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<p><b>Economic including socio-economic disadvantage</b></p> <p><b>Positive</b> Staff training packages developed to be delivered remotely and online. Development of free “face to face” digital skills sessions for customers delivered using learning and teaching digital platforms.</p>	<p><b>Affected populations</b></p> <p>All</p>
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<p>Programme of activities and events tailored for online delivery and lockdown conditions.          Bespoke Children and Young People Libraries Facebook page created to support parents.          E-issues have no fines and no fees.          E-learning content is free.          E-services are free.          E-resources offers e.g. family history e-resources available to use from home – usually only available within libraries.</p> <p><b>Negative</b>          Significant extra investment in e-material required to support increased issues.          Extra investment in digital technology and e-services in order to deliver library services effectively.          Loss of income generation to Library Service from community group room bookings.          Loss of income generation to Library Service from event ticket bookings.</p>	<p>All</p>
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**8. Is any part of this policy/ service to be carried out wholly or partly by contractors and if so how will equality, human right, including socio-economic disadvantage, environmental and sustainability issues be addressed?**

No.

**9. Describe how you will communicate information about this policy/ service change to children and young people and those affected by sensory impairment, speech impairment, low level literacy or numeracy, learning difficulties or English as a second language?**

We will communicate the reasons for the closure of libraries in various ways: with posters, via web, social media and mainstream media. Messages will also be conveyed through Government issue leaflets and mainstream media. We will also promote the services that are still available. We will continue to communicate with Communities and Families staff, partners in adult learning, youthwork and disabilities organisations.

**10. Is the policy likely to result in significant environmental effects, either positive or negative? If yes, it is likely that a Strategic Environmental Assessment (SEA) will be required and the impacts identified in the IIA should be included in this.**

No.

**11. What, if any, actions are recommended in response to the impacts identified above? This can include keeping the proposal under review, gathering more data, or specific actions to mitigate identified impacts.**

<b>Specific actions</b> (as a result of the IIA which may include responding to financial implications, mitigating negative impacts, action to manage the risk of cumulative impacts)	<b>Who will take them forward (name and job title)</b>	<b>Deadline for progressing</b>	<b>Review date</b>
Development of “face to face” digital skills sessions for customers delivered using learning and teaching digital platforms.	Libraries Digital team <b>Lead Officer:</b> Eamonn Glancy, Libraries Development Leader (Digital)	31 <sup>st</sup> July 2020	30 <sup>th</sup> November 2020
Programme of activities and events tailored for online delivery and lockdown conditions.	Libraries CYP team, Libraries Development Leaders, Libraries Digital team <b>Lead Officer(s):</b> Louise Graham, Lifelong Learning Strategic Development Officer (Libraries) Cleo Jones, Lifelong Learning Strategic Development Officer (Libraries)	31 <sup>st</sup> March 2020	06 <sup>th</sup> July 2020
Staff training packages developed to be delivered remotely and online.	Libraries Digital team <b>Lead Officer:</b> Louise Graham, Lifelong Learning Strategic Development Officer (Libraries)	01 <sup>st</sup> May 2020	31 <sup>st</sup> July 2020
Bespoke Children and Young People Libraries Facebook page created to support parents.	Libraries CYP team, Libraries Digital team <b>Lead Officer:</b> Diane Yule, Lifelong Learning Development Leader (CYP)	01 <sup>st</sup> May 2020	31 <sup>st</sup> July 2020
Customer care telephone calls to vulnerable Library Link customers.	<b>Lead Officer:</b> Cleo Jones, Lifelong Learning Strategic Development Officer (Libraries)	01 <sup>st</sup> June 2020	

<b>Specific actions</b> (as a result of the IIA which may include responding to financial implications, mitigating negative impacts, action to manage the risk of cumulative impacts)	<b>Who will take them forward (name and job title)</b>	<b>Deadline for progressing</b>	<b>Review date</b>
Book Bus deliveries of books for children shielding after being discharged from Royal Sick Kids Hospital.	<b>Lead Officer:</b> Cleo Jones, Lifelong Learning Strategic Development Officer (Libraries)	18 <sup>th</sup> May 2020	31 <sup>st</sup> July 2020
Donation of Early Years books to put in to emergency food parcels being distributed to families in need.	Libraries ILR, Libraries CYP <b>Lead Officer(s):</b> Cleo Jones, Lifelong Learning Strategic Development Officer (Libraries)  Louise Graham, Lifelong Learning Strategic Development Officer (Libraries)	15 <sup>th</sup> June 2020	06 <sup>th</sup> July 2020
Investment in e-resources to support significant increase in issues and use.	Libraries Digital team <b>Lead Officer:</b> Louise Graham, Lifelong Learning Strategic Development Officer (Libraries)	13 <sup>th</sup> April 2020	31st August 2020
Creation of new social media channels to support mental wellbeing and social inclusion via digital community library groups e.g. book groups, art classes etc.	Library Development Leaders, Library Digital team <b>Lead Officer:</b> Alison Stoddart, Lifelong Learning Strategy Officer (Digital)	13 <sup>th</sup> April 2020	31st August 2020
Telephone support set up for Macmillan cancer advice and support	Macmillan team <b>Lead Officer(s):</b> Cleo Jones, Lifelong Learning Strategic Development Officer (Libraries)	1 May 2020	1 September 2020

**12. Are there any negative impacts in section 7 for which there are no identified mitigating actions?**

Unfortunately, we cannot mitigate against an instance where an individual or family are excluded from accessing digital services due to a lack of finance. This will be the case for some residents in Edinburgh – either the digital devices, or the cost of internet will be too expensive for some residents and these people will be unable to take advantage of the usual, and the new mitigating digital services that have been put in place. However, a new £5 million programme from the Scottish Government (*Connecting Scotland* <https://www.gov.scot/news/getting-people-online/> ) will offer an internet connection, training and support, and a laptop or tablet to vulnerable people who are not already online during the response to coronavirus (COVID-19).

Similarly, there is no replacement for the human contact that is provide by libraries as a safe, warm and welcoming hub of the community. We are often told that our staff are the only people that some customers speak to all week: neither a screen nor a telephone call will replace the much-needed human contact that helps to boost feelings of social inclusion, confidence and mental wellbeing.

**13. How will you monitor how this proposal affects different groups, including people with protected characteristics?**

Through existing Council, partners and third sector organisational contacts for groups with protected characteristics. In addition, monitoring channels of customer engagement and feedback e.g. complaints and compliments process, library emails and library social media channels.

**14. Sign off by Head of Service**

**Name**

**Andy Gray**

**Date: 27 May 2020**

**15. Publication**

Completed and signed IIAs should be sent to [strategyandbusinessplanning@edinburgh.gov.uk](mailto:strategyandbusinessplanning@edinburgh.gov.uk) to be published on the IIA directory on the Council website [www.edinburgh.gov.uk/impactassessments](http://www.edinburgh.gov.uk/impactassessments)